



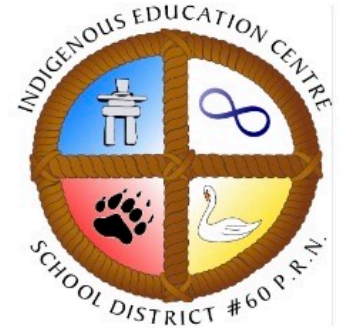
Changing Possibilities for Young Children 2022-2023

**Session #2
Nov. 2022**

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Land Acknowledgement

We recognize that we are living and learning on the traditional territory of the **TSAA? CHE' NE DANE** (Dane-zaa) within Treaty 8.



Haudenosaunee Thanksgiving Address



Shape of the Day for CP4YChildren Sessions

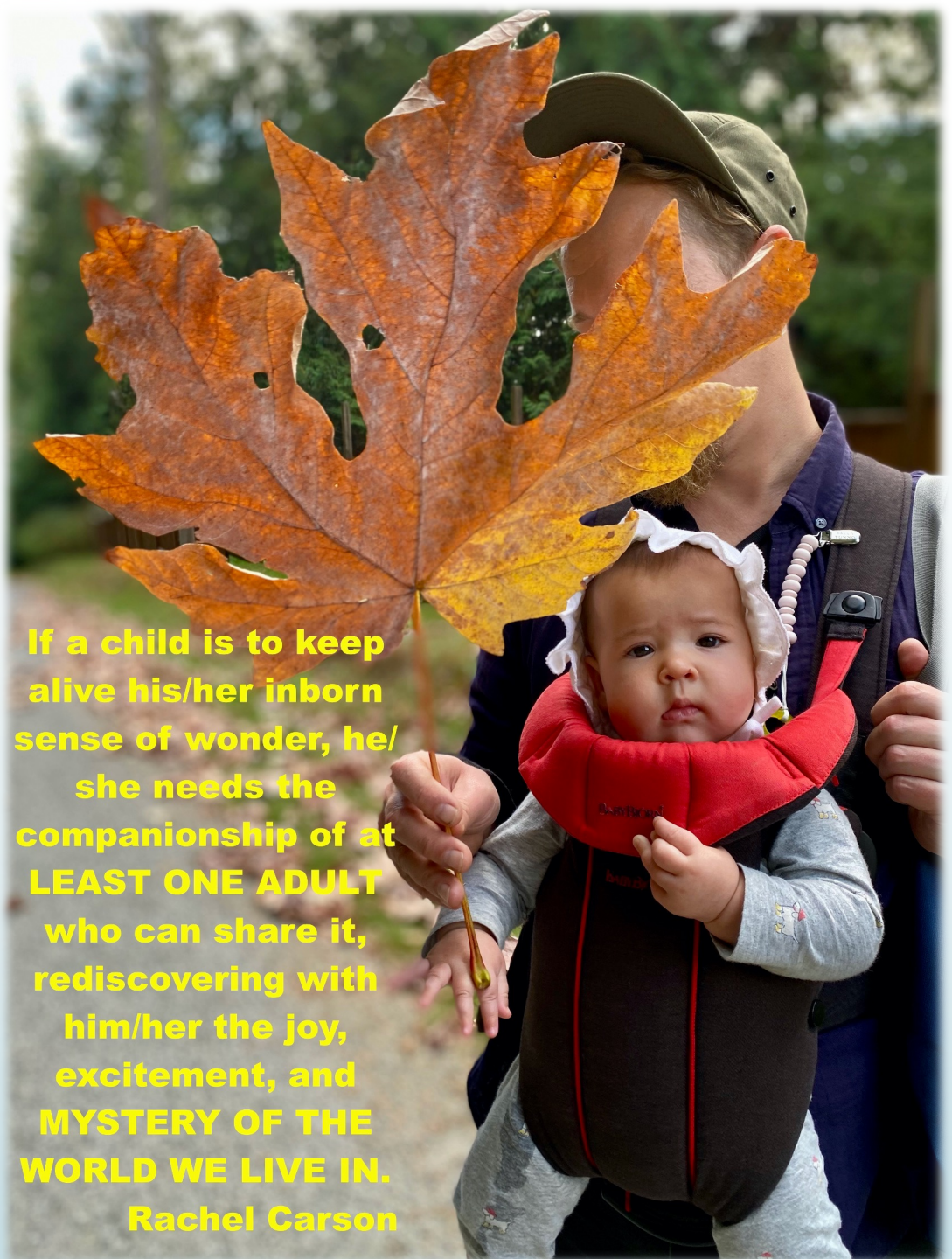
1. **Focus Group- Welcome, CHECK-IN**
 - 5 Minute Write/Sketch/Draw- Rachel Carson's quote
2. **Social and Emotional Well-Being (SEWB) of Young Children:**
 - Strength Based Model
 - Choosing your facet
3. **Work Session:**
 - Developing an inquiry question
 - Case Study Cover Sheet
4. **Commitment**
 - Taking informed action (**think big, act small**)

Write/Sketch/ Draw

5 MINUTE WRITE-

What are your connections to this quote?

What does it mean to you and the work you will do with your Wonder Child?

A photograph of a man wearing a green baseball cap and a dark blue shirt, holding a large, dry, brown and orange autumn leaf over a baby. The baby is wearing a red and black baby carrier and a white bonnet. The background is a blurred outdoor setting with trees and a path.

If a child is to keep alive his/her inborn sense of wonder, he/she needs the companionship of at LEAST ONE ADULT who can share it, rediscovering with him/her the joy, excitement, and MYSTERY OF THE WORLD WE LIVE IN.
Rachel Carson

A photograph showing the silhouettes of hands holding several interlocking gears. The background is a bright, hazy sky with warm colors from a low sun, creating a lens flare effect. The image is partially obscured by a dark grey curved shape on the right side, which contains text.

Share Your Thoughts

- Talk for one or two minutes to the whole group...
- Choose something that you believe would be engaging or interesting for your colleagues to hear.

What is your Perspective?

CP4YC embraces a strength base model. We believe children are strong, capable in their uniqueness, and full of potential. (ELF p 15) When we see the child as full of potential it is a self-fulfilling prophecy.



CHANGING POSSIBILITIES FOR YOUNG CHILDREN

Social and Emotional Well-Being

BUILDING RELATIONSHIPS

friends

KINDNESS AND EMPATHY

caring for others

PERSONAL WELL-BEING

sense of JOY and
happiness

SENSE OF IDENTITY

who am I

SELF-REGULATION

identifying and
managing emotions

CONTRIBUTING TO THE LEARNING COMMUNITY

belonging

SENSE OF AGENCY

advocating for self and
addressing own needs

Beginning the Process

1. Share the facet you are going to focus on with your table group
 - Why are you drawn to this facet?
2. Read out the facet to the whole group so that the District Lead can record it on the “Working List of Inquiry Questions and Facets”

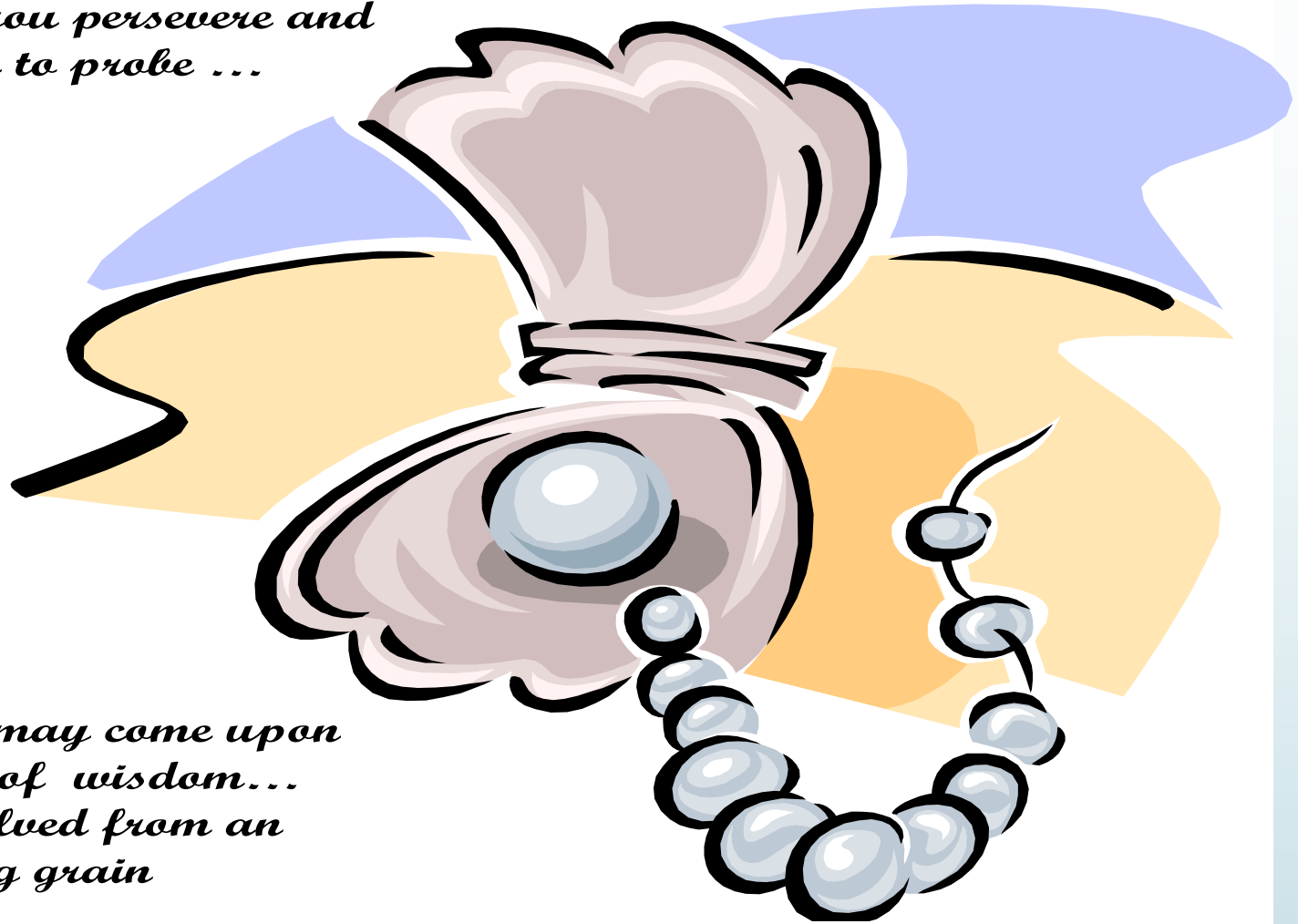
Inquiry

An inquiry is like an oyster.

It may be challenging to get into...

Once you pry it open and are inside it's very messy...

*But if you persevere and
continue to probe ...*



*... you may come upon
a pearl of wisdom...
that evolved from an
irritating grain
of sand.*

The Inquiry Question

- Wrap it around your chosen facet
- Focus it on your group/class (your context) and connected to your wonder child
- Care about it – something you want to explore, learn about or are interested in
- Keep it open-ended – stay away from a question you can answer yes/no
- THERE IS NO PERFECT QUESTION





Why a question?

- Keeps the focus and provides a common thread to attach thinking to

Why a question focused on the group?

- Once you have found your Wonder Child and have chosen a facet of SEWB, many of the activities you try will have a positive impact on the whole group

What do I need to be aware of?

- That it will be messy and muddy



How to Write an Inquiry Question

Ways to keep it open-ended:

Possible question starters are:

- What happens when . . .
- What differences will I notice in _____ when/if _____?
- How . . .
- What . . .

Examples of a “What...when” Inquiry Question

What happens when _____?

What differences do I notice in _____ when/if _____:

➤ allow *exploration of the effects* of a particular practice, strategy, intervention

1. **What happens when I explicitly teach what it means to be empathic?**
2. **What differences do I notice in children’s sense of identity when we focus on cultural identity and personal identity?**
3. **What differences do I notice in children’s understandings when I read more First Nation’s literature?**

Examples a “How” Inquiry Question

How _____?

➤ allow for *consideration of the details* of a practice/behaviour

1. **How are children’s cultures welcomed, valued, and woven into my setting in ways that are transformative?**
2. **How does creating more time for child directed free play develop stronger relationships and friendships?**
3. **How does being outside everyday develop a deeper connection with others, materials, and the world?**
4. **How can I use the Early Learning Framework to enhance my critical reflection and planning?**

Examples of a “What _____” Inquiry Question

What _____?

➤ allow for *thoughtful consideration* of a method/strategy and to place it in practice

1. What is the role of using books about kindness/empathy on children’s language and caring for others?
2. What learning games would enhance a sense of identity?
3. What ways can I use the Early Learning Framework to focus on the living inquiry of identities, social responsibility and diversity?
4. What is the role of the educator in solving conflicts between children? Is there a right way to do this?



Inside/Outside Circle

Face one person

- $\frac{1}{2}$ group on the inside circle
- $\frac{1}{2}$ on the outside of the circle
- facing each other

Imagine...

You are your Wonder Child

what are other
words for
imagine?



think, suppose, envisage, guess,
fancy, picture, envision,
believe, conceive, reckon



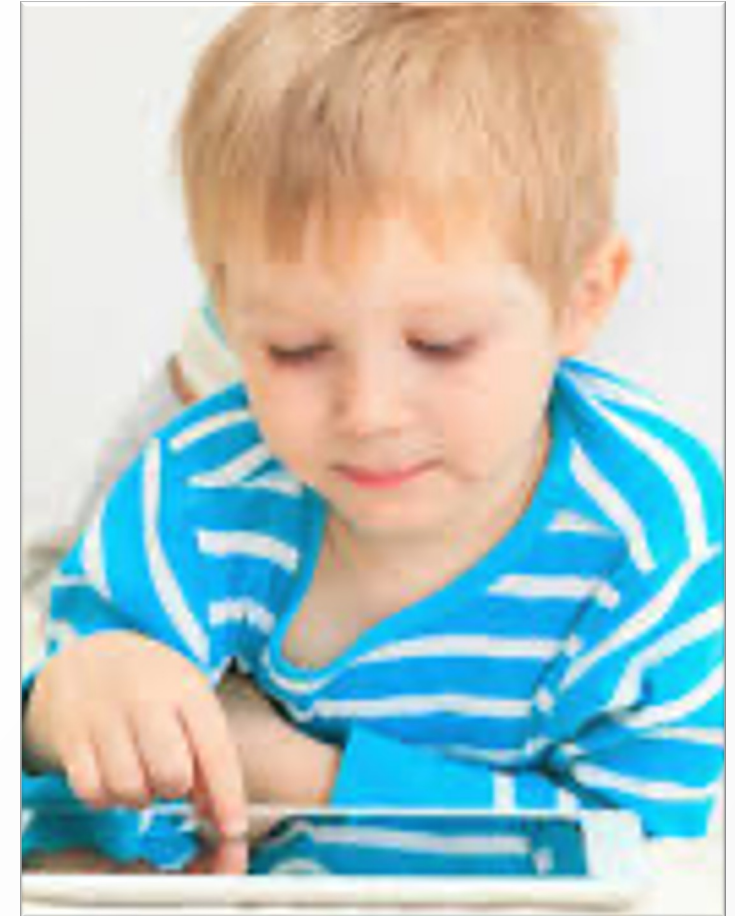
First Question

- **INSIDE** Person:
BE your wonder child.
- **OUTSIDE** Person:
Listen and Probe

Wonder Child:

Describe what you love best about strong start/preschool/child care/ school...

- - What you are interested in?
- - What are you good at?
- - What kind of play do you like the most?



First Question

- **OUTSIDE** Person:
BE your wonder child.
- **INSIDE** Person:
Listen and Probe

Wonder Child:

Describe what you love best about strong start/preschool/child care/ school...

- - What you are interested in?
- - What are you good at?
- - What kind of play do you like the most?





Second Question

- **INSIDE** Person:
BE your wonder child.
- **OUTSIDE** Person:
Listen and **P**robe

Wonder Child:

*Name 1 of the 7 facets
you feel good about
and tell your partner
something you have
done recently that
shows this area.*

Second Question



- **OUTSIDE** Person:
BE your wonder child.
- **INSIDE** Person:
Listen and **P**robe

Wonder Child:

*Name 1 of the 7 facets
facets you feel good
about and tell your
partner something you
have done recently
that shows this area.*

Third Question

- **INSIDE** Person:
BE your wonder child.
- **OUTSIDE** Person:
Listen and **P**robe

Wonder Child:

- *Name 1 of the 7 facets you would like help with? What might that support look like?*



Third Question

- **OUTSIDE** Person:
BE your wonder child.
- **INSIDE** Person:
Listen and **P**robe

Wonder Child:

- *Name 1 of the 7 facets you would like help with? What might that support look like?*



Fourth Question

- **INSIDE** Person:
BE your wonder child.
- **OUTSIDE** Person:
Listen and **P**robe



Wonder Child:

- ***What do you want your teacher to know about you?***

Fourth Question

- **OUTSIDE** Person:
BE your wonder child.
- **INSIDE** Person:
Listen and **P**robe



Wonder Child:

- ***What do you want your teacher to know about you?***

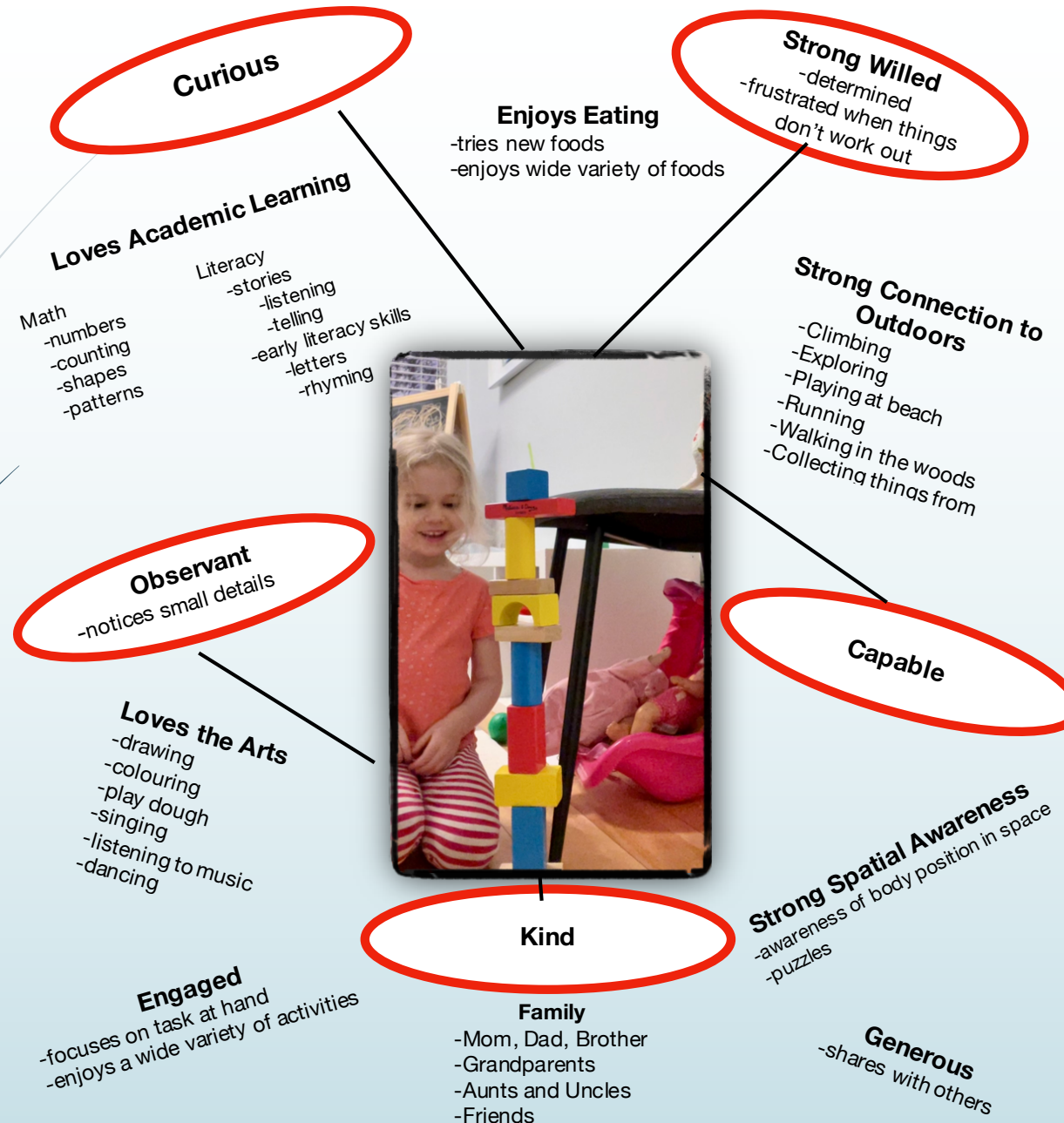
A World Worthy of our Children



[illegible]

1. District
2. Program/School (please be specific)
3. Child's code – SDXXA, SDXXB
4. Child's name or pseudonym
5. Birthdate/age/grade
6. Educator's name or pseudonym

Picture of My Wonder Child
3 Years Old



What enticed you to choose this child?

Using your picture as a focal point create a web of this child's:

- Strengths
- Interests
- Passions

From your web circle the 5 words or phrases that most effectively capture this child at this moment in time.

Share your picture and thinking with your breakout group.

Complete questions 1 – 3 on your Case Study Cover Sheet.

Complete Questions 4 and 5 on your Case Study Form

Capture the child/family's voice:

- Strengths
- Interests
- Relationships
- Activities

Attach any interview notes to the Case Study submission.

Which one of the facets will be your focus for observing and recording your wonder child throughout this project?



What's the story you want to tell?

Be full of curiosity!

What do you want to pay attention to?

How will you tell the stories that speak to the human heart?



Educator/child Code _____ Date _____ Focus area/facet _____

OBSERVATIONS OF SOCIAL AND EMOTIONAL WELL-BEING: CR4YC

Choose **ONE** area of SEWB as your focus for this inquiry project to observe and record. Give a specific example for each.
(Note: these are connected to the BC Early Learning Framework and Core Competencies of Personal and Social Competence)
Please date each observation.

Date and context	Observation (please be specific/detailed) What caught your attention? What surprised you about this moment?	Questions arising from this observation – what do you wonder about?
<div>Have you included a photo or other artefact?</div> <div>Y <input type="checkbox"/> N <input type="checkbox"/></div>	<div>Listen closely. What caught your attention? What surprised you?</div>	<div>This makes me curious to understand more about . . . I noticed . . . , I saw. . . , I heard . . .</div> <div>Links to the E.L.F.</div>



Be a Mr. Jensen

Who will be your Wonder Child's Cookie Person?

The person in their life who believes in them, encourages them and invites them to be bigger than they think they can be.

Who loves them and sees the gifts they are blessed with (even if you don't always like the behaviour)

Who helps to raise them up

Who creates a sense of belonging and responsibility

Monique refers to these people as "Cookie People"~

They may come into a child's life for a moment, a portion of their life or they may journey with them for years.

THEIR IMPACT IS PROFOUND





What do I plan to do or think about before our next session?

1

Bring a rough draft of your inquiry question to be flushed out in the group.

2

Continue to notice your children's actions and deeds as they pertain to the 7 facets of Social and Emotional Well-Being.

3

Continue to observe and capture traces of moments with your Wonder Child that pertain to your inquire question and your chosen facet of SEWB.

4

Continue to delve more deeply into The Early Learning Framework.

5

Capture and come prepared to share and record at least one instance that exemplifies strength or growth in your Wonder Child around your chosen facet.

YOU MAKE THE DIFFERENCE

